

Focusing on Social Skills: Response to Intervention & the DSC Materials



**DEVELOPMENTAL
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Educating Minds and Hearts™

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K-6 Literacy Academy

The DSC Mission



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To help children
develop
to their full potential
academically,
ethically,
socially,
and emotionally

Guiding Principles

- Build on intrinsic motivation in learners.
- Build an inclusive learning community.
- **Integrate academics with social and ethical learning.**
- Set up the learning situation so learners do the thinking.
- Provide intellectual rigor and accessibility.
- Advance teacher practice.



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Goals for this session...

Is to discuss the behavior part of Response to Intervention and the social skills that are developed and explicitly taught in the DSC materials.

We will explore:

- RtI from the Franklin perspective
- PBIS
- Social Skills Development – DSC Materials

What is RtI?

National Center on Response to Intervention

Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention.

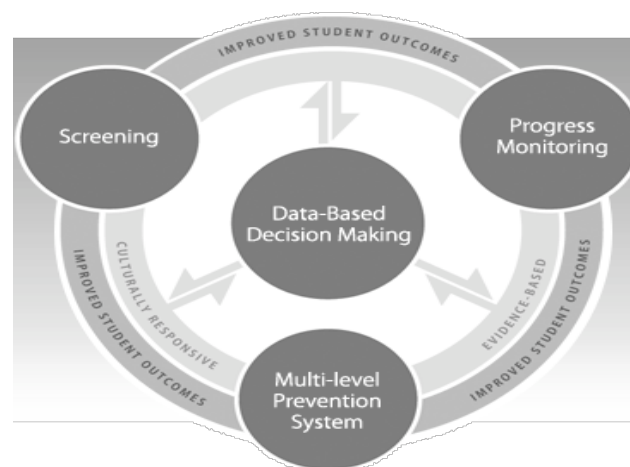
RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school

<http://www.rti4success.org/>



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The Essential Components of RtI



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PBIS

A broad range of proactive, systematic, and individualized strategies for achieving important social and learning outcomes in safe and effective environments while preventing problem behavior with all students.

Sugai, 2007



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Designing School-Wide Systems for Student Success A Response to Intervention Model

Academic Systems

Tertiary Interventions

- Individual Students
- Assessment-based
- High Intensity

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Tertiary Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

Universal Interventions

- All settings, all students
- Preventive, proactive



Adapted from "What is school-wide PBS?" OSEP
Technical assistance on positive behavioral
interventions and supports. Accessed at
<http://www.pbis.org/schoolwide.htm>

PBIS and MM/BAW

How does it relate to PBIS?

- Social skills-taught and reinforced
- Connects to school-wide expectations
- Focus on what we want to see

What does it look like in action?

- Where do you see the connection in this lesson?



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How do we know lessons are working?

Considering that at all levels of instruction should be on fidelity of implementation and recognition of student strengths...

- What does it look like?
- What does it sound like?



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We know lessons are working when . . .

-



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Jigsaw

- Number off 1-3 with your table group.
- Skim the following sections in **Chapter 3** of *The Lesson Planning Handbook*. Mark places you want to discuss and share with your table group.
 - ALL: Opening
 - ONES: Step 1
 - TWOS: Step 2
 - THREES: Step 3 and 4
 - ALL: Step 5



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Social Goals and the DSC Materials

Remember your number (1, 2, or 3)

Your number will determine which program you review for the next activity:

1. Making Meaning
2. Making Meaning Vocabulary
3. Being a Writer

Continue to the next slide for directions...



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Social Goals and the DSC Materials

- Review the lessons in your assigned program.
- Mark places where you notice the social goals.
 - **With your group, discuss some of the following questions:**
 - What do you notice about the social goals?
 - What kind of thinking are students engaging in when they are collaborating?
 - Where are the social structures in the lessons? Why?
 - How does the collaboration push student thinking?



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Examples of Social Goals

- How can we agree and disagree respectfully in discussions?
- How might we share work equally?
- What tools can we use to help extend one another's thinking?
- How can we give and receive peer feedback respectfully?
- How can we listen to one another respectfully?
- How can we reach agreement?



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Question!

Consider the collaborative aspects of the activity
you just engaged in...

**How did the collaboration in the activity
make you feel? How did it support
your learning?**



**What effect may the collaboration have
on student learning?**



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Social Skills Assessment

The Social Skills Assessment helps you notice how well each student is learning and applying the social skills taught in the program.

In the Assessment Resource Book:

- Social Skills Assessment Overview
- Social Skills Assessment Record
 - Descriptors

Discuss how you might use this assessment?



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We know lessons are working when . . .

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INTENTIONALITY

“I have talked a great deal about the need to be intentional—about our academic objectives as well as our **social ones**. These intentional steps make the difference between lessons that shine with the brilliance of student thinking and ones that are void of imagination. It is our choice. **We do make the difference.**”

Peter Brunn, *The Lesson Planning Handbook: Essential Strategies That Inspire Student Thinking & Learning*



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In order to make that difference...

If a child can't learn the way we teach,
maybe we should teach the way they learn.

~ Ignacio Estrada



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RtI and the DSC Materials

Reflect on all that we have discussed today...

- RtI & PBIS
 - Franklin Expectations
- Social goals
- Peter's quote
- Estrada's quote

Quick write: How can we intentionally teach the way the students learn and support our social expectations?

RtI Resources

- RtI Action Network: A program of National Center for Learning Disabilities - <http://www.rtinetwork.org>
- National Center on Response to Intervention - <http://www.rti4success.org>
 - Essential Components of RtI - A Closer Look at Response to Intervention